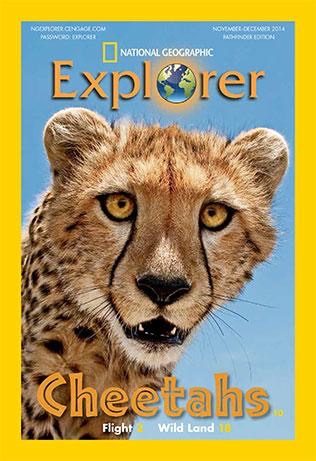
**Text-Based Discussion Plan**

***“See How Cheetahs***

***Survive in the Wild”***



**EDC 423- Dr. Coiro**

**Amy Babcock**

**&**

**Isabel Maina**

**Part 1: Text Analysis**

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| **Resources** | **Challenges** |
| Pg 10/11- The cover is a good representation of the article. The image of the cheetah pouncing draws readers in. Interesting font grabs readers attention. | Pg 12 “wide grasslands of Africa”- Not all of Africa has grasslands. Students may associate grasslands with being all over Africa. |
| Pg 10/11- The title: “See How Cheetahs Survive in the Wild” gives the reader a direct purpose. It also can activate prior knowledge if students already know things about cheetahs or the wild. Very useful! | Pg 12- There are 4 vocab words, only 2 having semi-decent definitions. There is a word bank further on in the article, therefore we can assume students won’t make understanding of those words until further on. Therefore, it would be important to disclose the meanings of these important words before having students read the article. |
| Pg 10- The text box in the top corner can provide incentive for students to extend their knowledge by looking at other sources. | Pg 12 “night vision”- Students may not know what night vision is, and might need more of an explanation. |
| Pg 12- **“Prey”** in bold type. This and other challenge words are in bold. This text feature signals to the reader that they are new vocabulary words that are important to the overall comprehension of the text. | Pg 12 “Instead, it chirps like a large bird”- This could confuse students. Why would a cat sound like a bird? By researching this, a teacher could give a mini-lesson on a cheetah’s vocal chords and how sounds are made (and even compare it to a human’s). |
| Pg 12 -“So, a cheetah is...for a long time”- The first couple sentences in this new section reviews and repeats the important details said in the introduction. It also poses a question (or problem) to how a cheetah could be a very successful predator while having these “flaws.” | Pg 12. Built to Hunt: 2nd paragraph. Text describes the term “adaptation”, but the following paragraph immediately jumps to another new term: “characteristics. This lack of cohesion would make it difficult for students to grasp the new ideas/vocabulary being presented. This would be a good place in the text to insert examples of adaptations such as the ones listed on pg. 13. |
| Pgs.12-16- Text is split into small paragraphs of 2-3 sentences. Young reader will feel less overwhelmed with the text is presented in small sections. | Pg 12 The writer uses “it” several times throughout the page, and throughout the entire article. A student may have referential problems where they could confuse when the author is talking about the cheetah with something else. (ie: “It seems like a strong hunter. It is, but not in the ways you may think.) |
| Pg 12- The image compliments the article and even provides information with its caption that repeats in the article. | Pg 13 “termite”- Students might not know what they are, what they do, or why there are termite mounds in Africa. |
| Pg 13- The image on this page also compliments the article well. Its caption adds some extra information that reaffirms how cheetahs are successful predators. | Pg 13 “glare”- Students might not know what this is. A teacher could explain it, then ask, “When do you see glares?” to help relate what they remember from past experiences and relate it to the text. |
| Pg 13 “These marks are an adaptation”- Students can make a connection to the image/caption from the previous page, as well as making a connection with what “adaptation” means. | Pg 13 “herd of gazelles”- Students might not know what gazelles are, what their habitat is, or what a herd is. Knowledge of this will help with the context of the article. |
| Pg 15- This image connects to the article, specifically with the detail about the boat rudder. | Pg. 13. 1st paragraph the cheetah is climbing a small termite mound to look around. Then in the next paragraph it says the cheetah moves slowly through the grass after spotting a herd of gazelles. Students would need to infer that the Cheetah has left the termite mound and is now in the grass. The text lacks connectives that links the two. |
| Pg 16- The final section provides an overview of the cheetah’s adaptations that help it survive in the wild. | Pg. 13. 2nd paragraph. “The cheetah’s sharp eyes…” what does the author mean by sharp? Students would have to know that “sharp” has multiple meanings. |
| Pg 16-17 The final image titled “Cheetahs in the Wild” is of the entirety of a cheetah’s body. There are labels that point to the different adaptations and advantages cheetahs have, with a brief description of each. These are all things stated in the article, but connecting it directly to the cheetah’s body can help students fully comprehend what makes a cheetah a great predator. | Pg. 14. Sequence of events lacks cohesiveness. Pg. 13, last paragraph, the author tell us that the cheetah has spotted the gazelles and it begins to move slowly through the grass. As we turn the page, the author makes us believe that the cheetah has leaped forward and is now in pursuit of the gazelle. However, the author moves on with more details about the cheetah’s adaptations for survival. So is the cheetah still chasing the gazelle? What happens next? To confuse readers even further, Pg. 16- 1st sentence. “The cheetah in the grass has spotted the gazelle.” Wait, didn’t the cheetah already spot the gazelle and is running after it? |
| Pg 17- Wordwise: provides readers with clear definitions to the challenge words that are printed in bold throughout the text. This is helpful tool that teachers could utilize before their students read the text. The graphic within the word-bank is cohesive with the content. The up-close and personal graphic makes it look like the cheetah is taking a closer look at the challenge words as well. | Pg 14 “Gazelles can run as fast as 80 kph (50 mph)”- Students could not know what those letters signify, how they relate to each other, or how fast that actually is. |
| This expository /informational text gives students the opportunity to read for informational purposes. This article contains many structural elements that help guide students through their reading, as well as, motivates them to enjoy reading texts for information. This also builds upon their world knowledge. | Pg 14 “A cheetah has...then it stretches out”- Although those sentences are descriptive, students might find it hard to imagine what it looks like. It would be helpful if students are shown a video of cheetahs running, and even better if a teacher can find one that has it in slow-motion as well. |
|  | Pg 14 “A cheetah can run at top speed”- What is top speed? The article never mentions it, when it serves the purpose of how cheetahs survive in the wild. |
|  | Pg 14 “Most cats have claws that retract. They disappear inside layers of skin on the feet”- Students most likely won’t understand what this means. If a teacher showed an image of the properties of the cheetah’s paw, and relate it to house cats, it may help students understand that better. |
|  | Pg 14-“Its tail is flat. It’s like a boat’s rudder”- Not many students could know what a boat’s rudder is (especially those in urban areas, or those who don’t live by water). Once students know that information, they will be able to make the connection between how a boat’s rudder compares to a cheetah’s tail. |
|  | Pg 16- “the gazelle senses something”- What does it sense? Providing insight into this can help students understand problems that can arise for the cheetahs. |
|  | Pg. 17- Although the large graphic at the bottom of pg 17 is helpful, students still may experience difficulties with the vocabulary used. “Grooved Foot Pads” instead of “touch ridges” as stated in the article. “Lightweight Skeleton”- they do not mention in the article that a cheetah has lightweight bones. “Semi-Retractable”-the article does not refer to the claws as “semi”-retractable. This may confuse students when trying to connect all the adaptations that were mentioned in the article to the graphic. |

**Part 2: Learning Goals**

**Main Idea(s)**

- A cheetah is one of the world’s most successful predators despite the lack of certain physical attributes.

-A cheetah’s body is adapted to help it survive in its environment.

-A cheetah successfully captures its prey by using its many adaptations.

-Cheetahs are the fastest land animals in the world.

**Big Idea(s**)

-Animals use adaptations to help them survive in specific environmental conditions.

-The African continent is not just made up of grasslands. There are deserts, snow-capped mountains, forests and jungles.

-All living things depend on one another for food.

-A food chain shows us how energy is transferred from one living organism to another via food.

-Understanding the differences between herbivores, carnivores and producers.

-Survival of the fittest and natural selection

**Learning Goals:**

(**1) What are some things that do NOT make a cheetah a good hunter in the grasslands of Africa?**

Information students will need to understand to reach the learning goal.

* Their legs are not good for climbing.
* A cheetah’s claws are dull and not make for grabbing or holding prey.
* They have poor night vision.
* A cheetah cannot roar to scare prey.
* They can only run fast for short amounts of time.

**(2) How do cheetahs use adaptations to become a successful hunter?**

Information students will need to understand to reach the learning goal.

* They have thin black lines on their face that helps cut down the glare from the bright sun.
* They have camouflage that helps them blend in with their environment.
* Its lightweight body allows it to run very fast.
* A cheetah has a long flexible spine that acts like a spring.
* It has large lungs which allows it to take in lots of oxygen.
* Its claws are blunt and its feet have ridges that prevent skidding.
* A cheetah’s tail keeps it balanced and allows it to make sharp turns.

**(3) Why are adaptations important for the cheetahs survival in the wild?**

Information students will need to understand to reach the learning goal.

* The adaptations help cheetahs get the food that they need.
* Adaptations keep cheetahs from being attacked or chased by another animal.
* The adaptations protect cheetahs in the environment they are living in.
* A cheetah’s adaptations make the animal stronger, therefore making it a winner in the survival of the fittest and natural selection.

**(4) How do you think a cheetah would survive in a forest?**

* Cheetahs are built for speed. That’s why the large open grasslands of Africa are a perfect environment for them. A forest has too many trees making it difficult for the cheetah to use its speed as an adaptation.
* Cheetahs lack the ability to climb trees, so they may have a difficult time chasing and catching their prey.

**Part 3: Planning the Launch (Script your ideas below)**

**Teacher:** “Raise your hand if you have a pet cat at home. Now, if you have a cat, do you ever notice how they act when he/she is chasing a piece of string or yarn? What do they do? Or if you even have an outdoor cat, do you ever see it chasing smaller animals? What might happen to those smaller animals? Good examples, everyone!”

**Ask the students:** “Who knows what a big cat is? Can you give me examples?” (Have pictures of big cats ready to show such as a lion, tiger, leopard, jaguar, snow leopard, cheetah, and cougar. Ask: “How might these big cats catch their food in the wild? Good thinking! Now, I am going to read you a description of a big cat and I want you to tell me if you think this cat would be able to survive in the wild.”

***There is one big cat that can’t climb trees.***

***It can’t roar and it doesn’t see well at night.***

***It can’t run for too long or it will get too tired.***

***When it finds its next meal, its claws are***

***so dull that they can’t grab onto it.***

**Ask students the following questions:**

* Would this cat be able to survive in the wild?
* What makes you think that?

**Teacher explains: “**Well the cat that I just described for you does live in the wild and it is one of the most successful predators. What is a predator? It lives in the grasslands of Africa. What do you think grasslands looks like? Great thinking! Well, today, we will be reading about the big cat that I just told you about. Can you guess which one? That’s right, a cheetah.” (Show students a picture of a cheetah.) “In just a few minutes we are going to read about all the ways that a cheetah uses its special body parts to help it survive in the wild.”

**Teacher directs students:** “Now, there are some words that are very important when reading about cheetahs that I want you to know. Those words are: (write on the board) adaptation, camouflage, characteristic, predator, and prey. Does anyone know what any of those words mean?” Hand out the *Cheetah Challenge Words* worksheet (Link to worksheet: <https://drive.google.com/a/my.uri.edu/file/d/0B2wHbupv3v91YUt2V2lCQUxGYkU/view?usp=sharing>). Go through each challenge word and ask the students to tell you which definition best fits the challenge word. Encourage students to activate their prior knowledge! Next, ask students to draw a line connecting the correct challenge word to its correct definition. Once you are finished tell students: “Great work everyone! You can use this worksheet while reading the text. You may need help remembering the definitions of those big wordsabout ourbig cat.

**Teacher explains:** Before we read our interesting article called “See How Cheetahs Survive in the Wild,” (hold up the article) I would like to show you an exciting video about cheetahs. You can even see how FAST they are! (Videolink:<http://www.youtube.com/watch?v=3xJym5u9O3Y>)

**Teacher directs students:** Okay, now that we have seen the video, I would like you to keep what you saw in mind as you read the article. We want to figure out how cheetahs are so strong and how they survive in the wild!

**Part 4: Planning the Exit**

After reading the article, we will conduct an activity for the students so they are able to relate to what the text is saying. For this activity, we will bring in realia to represent a cheetah’s body parts and the adaptations they serve.

The realia we would bring in are as follows: Sunglasses for a cheetah’s “tears” that help with glare; Cleats (like claws) for a cheetah’s traction when running; Binoculars for a cheetah’s good eyesight; A spring to show a cheetah’s spine and its flexibility; Camouflage jacket for a cheetah’s ability to stay hidden; A feather to show a cheetah’s lightweight figure; A balloon to show a cheetah’s high lung capability; A steering wheel to show how a cheetah’s tail goes left and right to help cheetah’s make sharp turns and stay balanced.

Using this realia, we have made a worksheet students would use to connect a realia to a body part, and then connect both to a cheetah’s adaptation. Students would use examples from the text to back up their answer. On the worksheet, the body parts are pre-filled, and there is a word bank for the objects. Students will be separated into groups, and each group will get an object. Once they have the row filled for that object, they will switch with another group until everyone has their table filled out.

Link for worksheet: <https://drive.google.com/a/my.uri.edu/file/d/0B2wHbupv3v91RGgyVnpZdHUySnc/view?usp=sharing>

Once the activity is finished, the class will come together and share some of the things they wrote down, some of the things they liked about the article, and some of the things they thought was really interesting.

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**

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| **Page/Ending phrase** | **Questions and Responses you Expect** |
| Page 10/11, looking at the image and title.  These questions can help activate prior knowledge and help set a purpose. With this, students can also do a KWL chart!  (**On My Own**) | Q: Why do you think the cheetah is pouncing/jumping?  A: To catch its food! To attack another animal!  F: How do you think they are able to do that?  A: They’re quiet! Cheetahs are really fast! They can’t be seen! |
| Page 12, “So a cheetah is a big cat that can’t climb well or roar. It sees poorly at night. It can’t run fast for a long time. Yet the cheetah is one of the most successful predators.”  (**Think and Search**)  Students should make inferences based on the information that was presented during the launch and what they have read. | Q: Why is the cheetah a successful hunter if it can’t climb, has dull claws, and poor vision at night?  A: It has other things that it can do well.  F. What makes you think that?  A. Because it says in the article that even though cheetah’s can’t do those things, it is still a good predator! It must have other body parts that make it a good hunter. What was that word we learned...adaptation!  F. Good, let’s keep reading to find out what adaptations the cheetah has in order to survive in the wild. |
| Page 13, “Thin black markings run down from its eyes to its mouth. These marks are an adaptation. They help cut down glare from the bright sun so the cheetah can see better.”  After asking these questions, a teacher can say how dark colors soak in more light, and that the dark streaks on the cheetah lead the glares away from their eyes! (Teachers can create a science lesson to go along with this article)  (**Right There**) | Q: When do you see glares?  A: When it’s bright! When the sun is too bright! During the day!  F: What helps with glares?  A: Making it dark! Closing the blinds or curtains! Wearing sunglasses.  Q: Why do you think a cheetah has black markings?  A: Because it says it right there. It’s an adaptation for its survival. It can see better when hunting. |
| Page 14, “They are the fastest land animal in the world. A cheetah’s body is built for speed. It’s body is lean and even its bones have adaptations to help it run fast across the grassland.”  Students would need to know what the word “lean” means in order to understand what the author is trying to say.  (**Author and You**) | Q: What does the author mean that even its bones have adaptations to help it run?  A: Its bones must be light and not too heavy.  F: What makes you think that?  A: Because if the cheetah had large, heavy bones it would weigh its body down and it wouldn’t be able to run as fast.  F: I wonder if a cheetah’s bones have other adaptations? Let’s read to find out. |
| Page 14. “A cheetah’s claws don’t retract all the way, though. During a chase these claws dig into the ground.  Students would need to connect their own personal experiences such as playing a sport and wearing cleats to help them run.  (**On my Own**) | Q. How are their claws an adaptation?  A. They did them into the ground as they are running.  F. How might that help them?  A. Because they can move faster and not fall down as they are running.  Q. How is this like someone who wears cleats when playing a sport?  A. Because it helps them grip the ground and not slip while they are running. |
| Page 14, “Not the cheetah. Its tail is flat. It’s like a boat rudder. It helps the cheetah keep its balance when it runs.”  This could be a difficult comparison to understand for many second grade students, so it would be important to talk through it. A teacher should first, ask what a boat rudder is, and then asks why the author related the cheetah’s tail to a boat rudder. Therefore, students will infer its importance and why the author put that in there.  (**Author and You**) | Q: What is a boat rudder?  A: Something that helps turn boats. Something that helps people drive boats!  F: Why is the author comparing a cheetah’s tail to a boat rudder?  A: To help us know what a cheetah’s tail does! They are both flat. A boat rudder helps turn just like a cheetah’s tail. They are both used in the same way, one’s just on a boat, and the other is on a cheetah! |
| Page 16, “The cheetah slips through the grass closer and closer. It’s eyes narrow into two slits. Suddenly, the gazelle senses something. It lifts its head. In a flash, the cheetah leaps forward.”  (**Think and search**) | Q: What is the cheetah doing?  A:He’s about to attack the gazelle.  F:How will the cheetah be able to catch the gazelle?  A: By using it’s adaptations.  F. Good! What are some of the adaptations the cheetah is using in this part of the text?  A. Camouflage, eyesight, fast speed. |
| Page 16, “The cheetah is exhausted. It lies down with its kill. It rests before eating.”  (**Right there**) | Q: Why does the cheetah need to rest?  A: Because it is tired from running.  F. Why is it so tired?  A. Because we read earlier that a cheetah can run really fast, but only for about 30 seconds.  F. So what does that mean?  A. That the cheetah must catch its food in 30 seconds or it might not get another chance to eat. |
| Page 16. Graphic  (**Right There & Think and Search**) | Q.Look at the photo of the cheetah. What do you see?  A.I see all the adaptations that help it survive.  F.So what are some of the adaptations that you see labled on the cheetah.  A. Long tail, like a rudder, flexible spine like a spring, dull claws used for gripping, large lungs to take in more air, lightweight body.  Q. Are there any other adaptations that we learned about that are not labeled?  A. Dark lines on face and camouflage. |

**Part 6. Partner Reflection**

What knowledge did you **bring** to the task that helped make partner work and this learning experience about text-based discussion productive?

Isabel- I am a very collaborative person, and strive to work well when I am in a group or partnership. I have done many group projects throughout my education and bring that prior experience to the table. Also, with those many years of experience, I have been able to become better at collaboration and conversing well with partners. I also bring knowledge of text to this assignment, as I am an avid reader and can understand a student perspective. I am also someone who has done a lot of close reading, of which I did extensively in high school and here at URI as an English major. By having this background, this creates a very productive environment for doing the text-based discussion with a partner.

Amy- Working collaboratively with Isabel on this project was a very positive and educational experience. One of the biggest advantages of working with a partner, is having both participants knowledge and resources pooled together. We both wanted to succeed on this project and we understood that our success depended on our shared common goals, contribution and equal participation. Each of us had specific strengths that contributed to our success.

Some of the strengths that I contributed to the success of this task include my life experience as a classroom teacher, a mother of school-aged children and my ability to develop creative concepts that motivate and engage students to read. Working with 2nd & 3rd graders, as well as, having children in this age group, aided in our discussions regarding which age-appropriate activities and resources to utilize. When creating the launch and exit plan for the text-based discussion project, we also used several of my creative ideas.

I have always worked well in group settings, which made working collaboratively with a partner quite productive. Working with a partner gives us both the opportunity to strengthen lifetime skills, such as, patience, cooperation and communication. These are all necessary attributes for becoming a successful classroom teacher.

What knowledge did you **gain** from your partner as part of this learning experience?

Isabel- I gained a lot of in-depth insight from my partner Amy. She is already teaching in a school, so she has that experience that I can learn from. She brought up the use of realia to connect to the text, and I would have never thought of that if I had worked on my own. I think that sometimes, when I am working alone on a dissection of a text like this, I tend to focus more on the textual aspects than think out-of-the-box. By working with Amy, I have definitely learned to put some space between me and the text so I can create something better and stronger. Furthermore, at some points, I was thinking a little too high-level for this text-based discussion, and Amy reminded me that some things I was mentioning wouldn’t be comprehensible for second grade students. I think that having kids of her own around that age helped her continuously think that, and I have learned to constantly stay in the mindset of the level/grade/age I am working with and ask myself, Would they understand this? Working with Amy was definitely helpful and made the outcome of this assignment better than ever!

Amy- Isabel brought many strengths and experiences to the partnership that provided a great learning opportunity for me. She is an avid reader, an English major and has had many previous experiences in text-based analysis. I gained a deeper understanding of these teaching concepts and strategies by working with Isabel and tapping into her extensive knowledge of reading comprehension. Isabel is a driven student who is self-motivated and strives for success in each class assignment. As a similar student, it was refreshing to work closely with a partner that is equally as focused. Isabel was very complimentary and engaging throughout the entire project, which made it quite enjoyable. Isabel was instrumental in the success of our assignment. Working together we developed a creative, dynamic and educational text plan that could be used successfully in an 2nd & 3rd grade classroom.